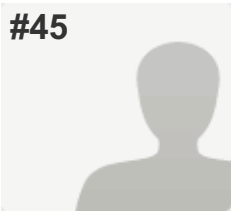


#45

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 15, 2016 1:39:17 PM**Last Modified:** Monday, June 20, 2016 8:05:02 PM**Time Spent:** Over a day**IP Address:** 207.191.195.46

## PAGE 2

<b>Q1: Name of School District:</b>	Cedar Rapids
<b>Q2: Name of Superintendent</b>	Dr. Bradley Buck
<b>Q3: Person Completing this Report</b>	Mary Ellen Maske, Deputy Superintendent

## PAGE 3

**Q4: 1a. Local TLC Goal**

The questions we posed in our TLS plan were:  
Did we appropriately advertise all TL positions?  
Did we hire all TL positions?  
What % of teachers in our District has held at least 1 TL role?  
Do TL's Stay in their Role?

**Q5: 1b. To what extent has this goal been met?**

(no label)	Mostly Met
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**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The second year of evaluation of our Teacher Leadership System (TLS) started with an analysis of our selection process. Our staff was made aware of the TLS opportunities/openings for the 2015-2016 school year in March, 2015. The same rigorous hiring process was used for the 15-16 school year as the previous year. Ninety-three percent of teachers agreed or strongly agreed that they were knowledgeable of the selection process when surveyed. The State of Iowa requires at least 25% of teachers be in TL positions. Our TLS surpassed this requirement, which employed 352 teachers who fulfilled one or more roles, equaling 29% of the teaching population. The duplicated count is 565 positions, meaning that some teachers hold one, two, or more positions. Hiring teams completed their work dutifully with 50 of the 50 different roles being filled for the 15-16 school year. The roles of Teacher Leadership Program Facilitator and Professional Development – General were reduced due to data which indicated that the positions were no longer needed after the initial year of the TLS. This modification was reported to the state in correspondence dated April 21, 2015. The Department of Education approved the changes on April 23, 2015. We are retaining 87% of the teacher leaders into the next school year, (the same percentage retained from 2014-2015 to 2015 to 2016). The 50 teacher leader roles for the 2015-2016 school year fell into 18 categories. Those teacher leader categories include:

- Professional Learning Facilitator – Mentoring and Induction
- Induction Coach
- Instructional Design Strategist
- Professional Learning Facilitator - Elementary
- Professional Learning Facilitator - Secondary
- Learning Supports Facilitator
- Curriculum Facilitator
- Professional Learning Community Leaders
- Professional Learning Facilitator – School Improvement
- Resolution Team Facilitator
- Teacher Quality Facilitator
- Building Leadership Team Member
- Positive Behavior Interventions and Supports Leader
- Digital Learning Trainer
- Model Classroom Teacher
- Department Chair
- Cooperating Teacher

Our conclusion is that the original plan, processes, and procedures for launching the teacher leadership system has served us well for the past two years and there have been minimal changes. Many teacher leaders are staying in their positions, as referenced above. This can be seen in a positive manner, as it connotes that there is satisfaction in fulfilling the role. On the other hand, it does not lend itself to as many opportunities for other teachers to take on TL positions. Continuing to build the capacity for teacher leadership among our District staff continues to be a focus. We know that many teachers, while not necessarily filling a teacher leadership role, are indeed leaders.

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**Q7: 2a. Local TLC Goal**

The questions posed in our TLS Plan were:  
 How Many Collaborative Planning Sessions Were Held?  
 How much professional learning was provided?  
 What was the content of the Collaborative Planning Sessions?  
 How many teachers were served by TL's?

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

All teachers in the District were served by teacher leaders in some capacity. In our multi-tiered Teacher Leadership System, ongoing professional learning takes place in multiple arenas. At the building level, the Instructional Design Strategist, Building Leadership Team, PBIS Facilitator, and Digital Learning Trainers provided building-wide support. The Department Chairs provided leadership for their department. All of these positions had a professional learning component built in to the job description in order to provide them with the skills and proficiencies to provide professional learning to the teachers that they serve.

District level, full-release Teacher Leaders participated in a variety of collaborative professional learning opportunities including:

- New Teacher Center Training – focused on instructional coaching
- Service Design Model Training – Susan Leddick, LLP, focused on delivery of support to teachers to improve instruction
- District Administration and District Teacher Leaders – 4 hours/month

o Professional learning for teacher leaders

o Service Delivery Model for school sites

- Instructional Design Strategists – ongoing coaching support – 1 day/month

o Observation/Co-Plan

o Instructional Practices Inventory

o Hattie and Marzano Instructional Strategies Research and impact

o Learning Progressions (Danielson)

At the building level, collaborative planning in the form of Observation/Co-Plan, (“Leverage Leadership”) takes place between the Instructional Design Strategists and teachers. The desired state is for weekly sessions with the IDS or building administrator. According to teacher leader logs, there were over 22,000 collaborative planning (observation/co-plan) sessions in the 2015-2016 school year. The most common content of those sessions included:

- Formative Assessment
- Student Engagement
- Standards Based Grading
- Technology Integration
- Learning Targets/Standards
- Rubrics/Proficiency Scales
- Purposeful Planning
- Differentiation/Small Group Instruction
- Classroom Management

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**Q10: 3a. Local TLC Goal**

The questions posed in this part of our TLS Plan were:

Reward Professional Growth and Effective Teaching

Are TL’s making professional growth?

Can teachers describe how they have improved their practice as a result of TL Support?

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Our method of measuring the professional growth of teacher leaders was a tool we designed, called the Continuum of Development (COD). It was based on the Iowa Department of Education's Framework for Learning Supports and the New Teacher Center's Mentor Standards. Focus areas of the COD included: Adult Learning, Collaborative Culture, Communication, Content/Pedagogy/Assessment, Systems Thinking, and Data. Each focus area has more specific and descriptive indicators defining levels of proficiency and the graduated levels of leading to proficiency. Each indicator has a Likert Scale of 10 points to help teacher leaders pinpoint their skill level (1-3 is Beginning/Emerging, 4-7 is Applying, and 8-10 is Innovating/Integrating).

All teacher leaders reflected on their practice using the COD as they developed their Individual Professional Development Plan in the fall of 2015. A reflective conversation took place with their supervisor at that time. In the spring of 2016, these same teacher leaders reflected using the same process and tools as in the fall. The fall and spring reflections were compiled to determine the growth of teacher leader groups for the purpose of determining future professional learning and support for these groups.

According to these data, 100% of TLS groups scored in the "Applying" range. Additionally 100% of TLS groups saw their mean Continuum of Development Scores increase, with 71% of TLS groups increasing by 5% or more and 36% of TLS groups increasing by 10% or more in their mean Continuum of Development scores.

We have concluded that our teacher leaders are more effective as evidenced by the growth and level of proficiency demonstrated on the Continuum of Development.

In addition, a comprehensive Teacher Leadership System Survey was administered to 1,208 teachers and administrators to gather feedback on the effectiveness of the TLS. We had 886 respondents, for a 73.34% return rate. In the survey, 67% agreed or strongly agreed that their instructional practice has improved as a result of the Teacher Leadership System.

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**Q13: 4a. Local TLC Goal**

The questions posed in this part of the TLS application were:

Did we increase the # of students who made greater than expected growth?

Did we increase the # of students who are proficient?

Did we reduce the achievement gap?

Did we reduce office referrals and suspensions?

Do teachers believe that student achievement is better because of the support received?

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We used the Iowa Assessment data to identify whether students were making academic growth or whether they were proficient according to Iowa standard of 40%.

We used the Department of Education information in our PowerSchool system to determine whether or not we reduced the amount of office referrals and suspensions due to the fact that several of our teacher leaders positions focus on supporting teachers with behavior.

\*Office referrals were slightly up, from 18,146 during the 2014-2015 school year and 18,402 for the 2015-2016 school year.

\*Suspensions were slightly less, with 1,781 for the 2014-2015 school year and 1,680 for the 2015-2016 school year. We used the Iowa Assessment data to identify whether students were making academic growth or whether they were proficient in the areas of mathematics and reading according to state proficiency rate of 40%.

Reading -

Percent Proficient - 2014-2015 School Year - 73.27% 2015-2016 - 72.28%

Percent Met Growth 2014-2015 - 51.76, 2015-2016 - 51.53%

Mathematics -

Percent Proficient - 2014-2015 School Year - 73.82% 2015-2016 - 71.71%

Percent Met Growth 2014-2015 - 50.07, 2015-2016 - 50.71%

## Impact of TLC Plan - 2015-2016

### Achievement Gap:

#### Reading -

##### Free and Reduced Lunch -

Percent Proficient - 2014-2015 School Year - 57.93%, 2015-2016 - 57.44%

##### IEP -

Percent Proficient - 2014-2015 School Year - 29.12%, 2015-2016 - 27.41%

##### Ethnicity -

##### African American -

Percent Proficient - 2014-2015 School Year - 53.64%, 2015-2016 - 48.66%

##### Hispanic -

Percent Proficient - 2014-2015 School Year - 64.89%, 2015-2016 - 62.56%

##### ELL -

Percent Proficient - 2014-2015 School Year - 33.33%, 2015-2016 - 26.60%

#### Mathematics -

##### Free and Reduced Lunch -

Percent Proficient - 2014-2015 School Year - 57.64%, 2015-2016 - 56.67%

##### IEP -

Percent Proficient - 2014-2015 School Year - 31.26%, 2015-2016 - 30.08%

##### Ethnicity -

##### African American -

Percent Proficient - 2014-2015 School Year - 48.94%, 2015-2016 - 45.21%

##### Hispanic -

Percent Proficient - 2014-2015 School Year - 64.59%, 2015-2016 - 62.99%

##### ELL -

Percent Proficient - 2014-2015 School Year - 40.30%, 2015-2016 - 33.96%

This data, due to our large sample size, is only fractions of a percentile rank different from year to year. Our data has remained flat for the past several years. Using the FAST data and Iowa Core District Assessment data in the future as well as Smarter Balanced, will provide us with more useful data.

A comprehensive Teacher Leadership System Survey was administered to 1,208 teachers and administrators to gather feedback on the effectiveness of the TLS. We had 886 respondents, for a 73.34% return rate. In the TLS survey, 63% of our teaching and administrative staff agree or strongly agree with the statement: "The Teacher Leadership System has improved student learning."

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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### **Q16: 5a. Local TLC Goal**

The questions remaining in part 8 of our application that have not been previously addressed in this report are:  
Is the role of TL understood and do TL's feel supported?  
Do teachers feel empowered and supported by the TL's?

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### **Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

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**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

information, in addition to the TLS survey, about the TLS.

Groupings:

- teachers who are not in a teacher leadership position
- teachers who are in a teacher leadership full release position
- teachers who are in an extra duty position

Questions posed:

Engagement Questions:

- Tell us your name, your position, and how long you've been an employee with CRCSD?.
- How would you describe your involvement with the Teacher Leadership System?

Exploration Questions:

- How does the Teacher Leadership System support your needs as a teacher/administrator?
- How does the Teacher Leadership System support the needs of your school?
- Given that the Theory of Action of the TLS is to improve teaching and learning for both students and adults what do you consider to be successful outcomes of the Teacher Leader System?
- What are possible misconceptions of the Teacher Leadership System?
- Anytime there is a large priority or undertaking there are different levels of acceptance. How could the Teacher Leadership System engage those staff members that might be resistant to TLS support?
- In the interest of continuous improvement, what would need to take place to improve the Teacher Leadership System?

Exit Question:

- What is one thing we didn't discuss today-related to your experience with the Teacher Leadership System that you would like to leave us with today?

Themes that emerged from the focus groups:

- It has been empowering to teachers and has improved the profession due to high levels of collaboration
- Collaboration with TLS staff has pushed learning of adults
- Teachers have grown more in practice over the past two years participating in co-planning and observation than in previous years
- Some District TL roles are not perceived to have a direct link to adult or student learning
- TLS is working – making a positive impact on teaching and learning
- TLS has increased leadership capacity – distributive leadership
- We liked the focus group format. Too many surveys. The focus group was really helpful to capture information about the TLS

We plan to continue with the focus groups in the future due to the positive feedback that we received about them.

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Data was gathered about the TLS from a comprehensive survey, Continuum of Development (COD), and a forced-choice reinforcement survey, and observation of TLS workload, District climate data, District behavior and suspension data, and teacher and administrator feedback. The data indicated that some positions were of more value to efficient and effective function of the TLS. Based on this data, some modifications in TL positions are proposed.

- Digital learning trainer position was not successful due to fact that it was an extra-duty position. However; there is not adequate funding to provide a release position, so the position will be eliminated.
- Professional Learning Community Leader (PLC) – Next year's Professional Learning Calendar will make it impractical for PLC's to meet as they have in the past. The position will be eliminated.
- Model Teacher Program Teacher – the name will be changed and there will be one model teacher at each school site focused on behavior support and we will maintain current model teachers.
- Curriculum facilitator time was added in the area of mathematics and science due to curriculum development needs
- Two Learning Support facilitators were added to support the increasing demand for support in this area as reported by teachers and administrators
- Addition of a TLS positions to support innovative projects: Iowa BIG Lead Teacher, Learner Centered Assessment Facilitator, and Magnet School Facilitator
- Induction and mentoring support for primary and special education teachers will take place with existing IDS and we will continue working with the AEA for secondary teacher mentoring and induction support.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

Trends that emerged from over 755 open-ended responses on the comprehensive Teacher Leadership System Survey are:

Strengths:

- Staff members wrote that they benefitted from the help provided from the Instructional Design Strategists.
- Some used words such as fantastic, inspiring, and empowering in describing the impact of the Instructional Design Strategist on their work.
- Many staff members wrote that they are better teachers because of their work with the Instructional Design Strategist.
- Staff members wrote that they value the impact of the Teacher Leadership System on their ability to communicate, collaborate, brainstorm, and problem solve with other teachers.
- Staff members wrote that the Professional Learning Communities teaches them best practices in curriculum, instruction, and technology.

Areas for Improvement:

Staff members wrote that the Instructional Design Strategists should increase the amount of time they spend in the classroom.

- Some wrote that the Instructional Design Strategists should be working directly with the students.
- Some wrote that the Teacher Leadership System removes strong teachers from the classroom.
- Staff members wrote that they do not have enough time to meet with Instructional Design Strategists, Professional Learning Communities, and other colleagues
- Staff members wrote that there needs to be better communication about the Teacher Leadership System.
- Some wrote that the Teacher Leadership System roles need to be better defined.
- Some wrote that they did not know who was in each of the Teacher Leadership system roles.

This data will guide us in our future planning and implementation of the TLS in the Cedar Rapids Community School District.

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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.